

## US History

- ## VIII. Open Agenda

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# **Susan Butcher's Social Studies 2.0 Websites**

## **Social Studies 2.0**

[www.butchersbytes.weebly.com](http://www.butchersbytes.weebly.com)  
click on "As seen in PD"

### **All History Subjects**

<http://studenthandouts.com/>

<http://www.archives.gov/>

<http://www.timeforkids.com/>

<http://www.c-spanclassroom.org/>

<http://www.morningsidecenter.org/teachable-moment>

<http://www.cnn.com/studentnews/index.html>

<http://www.nationmaster.com/>

<http://www.sheppardsoftware.com/>

<http://www.learningsmart.org/>

<http://dsl.richmond.edu/>

<http://www.americaslibrary.gov/>

<http://www.abookintime.com/>

### **Civics and Government**

<http://constitutioncenter.org/>

<http://www.civiced.org/>

<http://www.courtsed.org/courts-in-the-classroom/>

[www.icivics.org](http://www.icivics.org)

<http://www.livingroomcandidate.org/>

<https://kids.usa.gov/>

<https://www.ready.gov/kids>

## **World History I and II**

<http://worldhistoryforusall.sdsu.edu/>

<http://www.studenthandouts.com/world-history/>

## **World Geography**

<https://geoguessr.com>

<http://www.kidsgeo.com/>

<http://news.nationalgeographic.com/>

<http://www.worldmapper.org/>

[http://thetruesize.com/#?borders=1~!MTU2MzI1OTA.NDc3NTAwOQ\\*MzI2NTkxNTA\(NDgzMjk3OA~!CONTIGUOUS\\_US\\*MTAwMjQwNzU.MjUwMjM1MTc\(MTc1\)MA~!IN\\*NTI2NDA1MQ.Nzg2MzQyMQ\)MQ~!CN\\*OTkyMTY5Nw.NzMxNDcwNQ\(MjI1\)Mg](http://thetruesize.com/#?borders=1~!MTU2MzI1OTA.NDc3NTAwOQ*MzI2NTkxNTA(NDgzMjk3OA~!CONTIGUOUS_US*MTAwMjQwNzU.MjUwMjM1MTc(MTc1)MA~!IN*NTI2NDA1MQ.Nzg2MzQyMQ)MQ~!CN*OTkyMTY5Nw.NzMxNDcwNQ(MjI1)Mg)

## **US History**

<https://www.ushmm.org/>


<http://www.studenthandouts.com/american-history/>


<http://www.havefunwithhistory.com/>


<http://dsl.richmond.edu/april1865/>

# 2015 History and Social Science Standards of Learning Skills Progression by Grade or Course

Social Science Skill	Description of Skill	Grade/Course													
		K	1	2	3	VS	USI	USII	CE	WG	WHI	WHII	VUS	GOVT	
1a Using information sources	View artifacts, primary and secondary sources														
	Use artifacts, primary and secondary sources														
	Identify artifacts, primary and secondary sources														
	Analyze and interpret artifacts, primary and secondary sources														
	Synthesize evidence from primary and secondary sources														
1b Applying geographic skills	Use basic map skills														
	Use geographic information														
	Analyze the impact of geographic features														
	Use geographic information to determine patterns and trends														
1c Organizing information	Gather and classify information, sequence events, and separate fact from fiction														
	Use and create charts, graphs, diagrams, and pictures to determine characteristics of people, places or events														
	Interpret charts, graphs, diagrams, and pictures to determine characteristics of people, places or events														
	Ask appropriate questions to solve a problem														
1d Questioning and using critical thinking skills	Summarize points and evidence to answer a question														
	Recognize points of view and historical perspective														
	Use evidence to draw conclusions and make generalizations														
	Evaluate sources for accuracy, credibility, bias, and propaganda														
	Construct arguments using evidence from multiple sources														
1e Comparing and Contrasting	Compare and contrast people, places, or events														
	Compare and contrast ideas and perspectives														
	Compare and contrast historical, cultural, and political perspectives														

 **Conceptual Understanding:** The student is first introduced to the skill and applies the skill appropriately in varied situations.

 **Scaffolding the Understanding:** The student continues to develop the skill and integrates the skill appropriately across new concepts.

 **Analyzing the Understanding:** The student is knowledgeable about the skill from previous instruction, applies the skill to new concepts, and analyzes outcomes.

# 2015 History and Social Science Standards of Learning Skills Progression by Grade or Course

Social Science Skill	Description of Skill	Grade/Course													
		K	1	2	3	VS	USI	USII	CE	WG	WHI	WHII	VUS	GOVT	
1f Determining cause-and-effect	Recognize direct cause-and-effect relationships														
	Determine relationships with many causes or effects														
	Explain indirect cause-and-effect relationships														
1g Making connections	Make connections between past and present														
	Explain connections across time and place														
	Analyze multiple connections across time and place														
1h Making economic decisions	Use a decision-making model to make informed decisions														
	Use a decision-making model to identify costs and benefits of a specific choice made														
	Use a decision-making model to analyze and explain the incentives and consequences of a specific choice made														
1i Exercising civic responsibility	Practice good citizenship skills while collaborating, compromising, and participating in classroom activities														
	Demonstrate respect for rules and laws														
	Identify the rights and responsibilities of citizenship														
1j Demonstrating comprehension	Identify ethical use of material or intellectual property														
	Develop fluency in content vocabulary, and comprehension of verbal, written, and visual sources														
	Defend positions using content vocabulary														
	Access a variety of media, including online resources														
	Investigate and research to develop products orally and in writing														



**Conceptual Understanding:** The student is first introduced to the skill and applies the skill appropriately in varied situations.

**Scaffolding the Understanding:** The student continues to develop the skill and integrates the skill appropriately across new concepts.

**Analyzing the Understanding:** The student is knowledgeable about the skill from previous instruction, applies the skill to new concepts, and analyzes outcomes.

**S.O.A.P.S.**

**Document:**

## Reviewers

## Subject

*Think about the information the document conveys.*

*Form an overall impression and then examine individual items or specific parts.*

1. What is the general topic?

2. What are three things the author said that you think are important?

## Occasion and Audience

What type of document is it?

- ☐ Newspaper      ☐ Poster      ☐ Letter  
☐ Advertisement      ☐ Drawing      ☐ Diary entry  
☐ Leaflet      ☐ Map      ☐ Memorandum  
☐ Flyer      ☐ Photograph      ☐ Legal record  
☐ Speech      ☐ Other

*What are the unique physical qualities?*

- ☐ Handwritten      ☐ Typed      ☐ Signature  
☐ Picture, symbols   ☐ Seal(s)      ☐ Notations  
☐ Letterhead      ☐ Stamps      ☐ Caption  
☐ Official stamp: i.e., date, "RECEIVED," "PAID"  
☐ Other

*Support each answer with document evidence:*

1. Who was the intended audience?
2. When was the document created or circulated?

## Purpose

1. Why do you think this document was created?
2. What specific evidence in the document helps you know why it was created?
3. What does the document convey about life in the United States at the time it was created?
4. What questions does the document raise?
5. What questions do you have for the author of this document?

**Speaker**

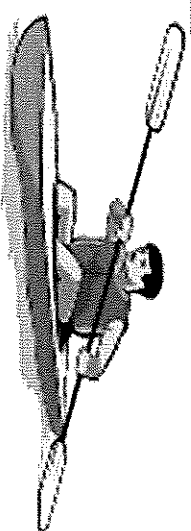
*Think about the occupation, gender, religion, nationality, and class of the creator of the document.*

1. Who created the document? and how do you know?
2. What position or title did he or she hold? And how do you know?
3. What biases might he or she have? And how can these biases influence the document?
4. Whose voice is not represented in the document?
5. Why do you think that voice was left out?

## Gettysburg Address

"Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting-place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But in a larger sense, we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead who struggled here have consecrated it far above our poor power to add or detract. The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us the living rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us--that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion--that we here highly resolve that these dead shall not have died in vain, that this nation under God shall have a new birth of freedom, and that government of the people, by the people, for the people shall not perish from the earth."

# RAFT



**RAFT is an acronym that stands for**

**Role** of the student. What is the student's role: reporter, observer, eyewitness, object?

**Audience.** Who will be addressed by this raft: the teacher, other students, a parent, people in the community, an editor, another object?

**Format.** What is the best way to present this information: in a letter, an article, a report, a poem, a monologue, a picture, a song?

**Topic.** Who or what is the subject of this writing: a famous mathematician, a prehistoric cave dweller, a reaction to a specific event?

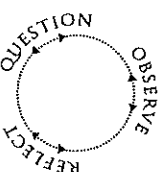
# R.A.F.T.

Possible Formats to use with RAFTs that address a variety of learning styles.

<i>Written</i>	<i>Visual</i>	<i>Oral</i>	<i>Kinesthetic</i>
<ul style="list-style-type: none"> <li>•diary entry</li> <li>•bulleted list</li> <li>•obituary</li> <li>•invitation</li> <li>•product guide</li> <li>•game rules</li> <li>•recipe</li> <li>•movie critic</li> <li>•FreqAskQues</li> <li>•editorial</li> <li>•character monologue</li> <li>•job application</li> <li>•gossip column</li> <li>•mag. article</li> </ul>	<ul style="list-style-type: none"> <li>•cartoon/comic</li> <li>•crossword puzzle</li> <li>•map</li> <li>•scale plan or drawing</li> <li>•graphic org.</li> <li>•concept web</li> <li>•illustration</li> <li>•print ad</li> <li>•photograph</li> <li>•powerpoint</li> <li>•'how to' diagram</li> <li>•fashion design</li> </ul>	<ul style="list-style-type: none"> <li>•song</li> <li>•set of discussion ?s</li> <li>•conversation</li> <li>•monologue</li> <li>•sermon</li> <li>•radiocast</li> <li>•museum guide</li> <li>•commercial</li> <li>•reader's theater</li> <li>•interview</li> <li>•tasting</li> <li>•political speech</li> <li>•puppet show</li> <li>•storytell</li> </ul>	<ul style="list-style-type: none"> <li>•model</li> <li>•cheer</li> <li>•mime</li> <li>•reenactment</li> <li>•wax museum</li> <li>•demonstration</li> <li>•sales pitch with demo elements</li> <li>•physical analogies</li> <li>•taste tests</li> <li>•'how to' video</li> <li>•game</li> <li>•sew, cook, build</li> <li>•design a ....</li> </ul>



# TEACHER'S GUIDE ANALYZING PRIMARY SOURCES



Guide students with the sample questions as they respond to the primary source. Encourage them to go back and forth between the columns; there is no correct order.

## OBSERVE

### Ask students to identify and note details.

Sample Questions:

- What do you notice first? • Find something small but interesting. • What do you notice that you didn't expect? • What do you notice that you can't explain?
- What do you notice that you didn't earlier?

## REFLECT

### Encourage students to generate and test hypotheses about the source.

- Where do you think this came from? • Why do you think somebody made this? • What do you think was happening when this was made? • Who do you think was the audience for this item? • What tool was used to create this? • Why do you think this item is so important? • If somebody made this today, what would be different? • What can you learn from examining this?

## QUESTION

### Invite students to ask questions that lead to more observations and reflections.

- What do you wonder about...  
who? • what? • when? • where? • why? • how?

## FURTHER INVESTIGATION

### Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

Sample Question: What more do you want to know, and how can you find out?

#### A few follow-up activity ideas:

- Beginning**  
*Have students compare two related primary source items.*
- Intermediate**  
*Have students expand or alter textbook explanations of history based on primary sources they study.*

- Advanced**  
*Ask students to consider how a series of primary sources support or challenge information and understanding on a particular topic. Have students refine or revise conclusions based on their study of each subsequent primary source.*

For more tips on using primary sources, go to <http://www.loc.gov/teachers>

### **Vocabulary:**

- **Covenant Community** -- A religious group whose members bind themselves to one another and to the group by a solemn agreement called a covenant
- **Mayflower Compact** -- 1620, an agreement written by adult male Pilgrims that they would make and obey their own laws.
- **Town Meetings** -- a system of government where people of a town come together to vote on laws. It is a version of direct democracy.
- **Athenian Democracy** -- developed around fifth century, B.C., in Athens, known as the first democracy in the world
- **Entrepreneurs** -- a person who starts a new business with his or her own money. The entrepreneur invests money knowing that he or she runs a risk that the business may fail.
- **House of Burgesses** -- the lower house of the colonial Virginia government. Established in 1619, it was the first legislature in the New World made up of representatives elected by eligible voters.
- **Representatives** -- officials elected by voters
- **Plantation System** -- The division of the land into smaller units under private ownership, Crops grown were tobacco, rice, sugar cane and cotton which were labor intensive.
- **Indentured Servants** -- a person who agrees to work for a certain length of time for a person who pays the servant's passage to the colonies.
- **Cavaliers** -- English nobility who received large land grants in eastern Virginia from the King of England
- **Subsistence Farming** -- is self-sufficiency farming in which the farmers focus on growing enough food to feed themselves and their families
- **Cash Crops** -- farm product which is grown for the purpose of selling it at a market. Tobacco and cotton were important cash crops in the South at this time.

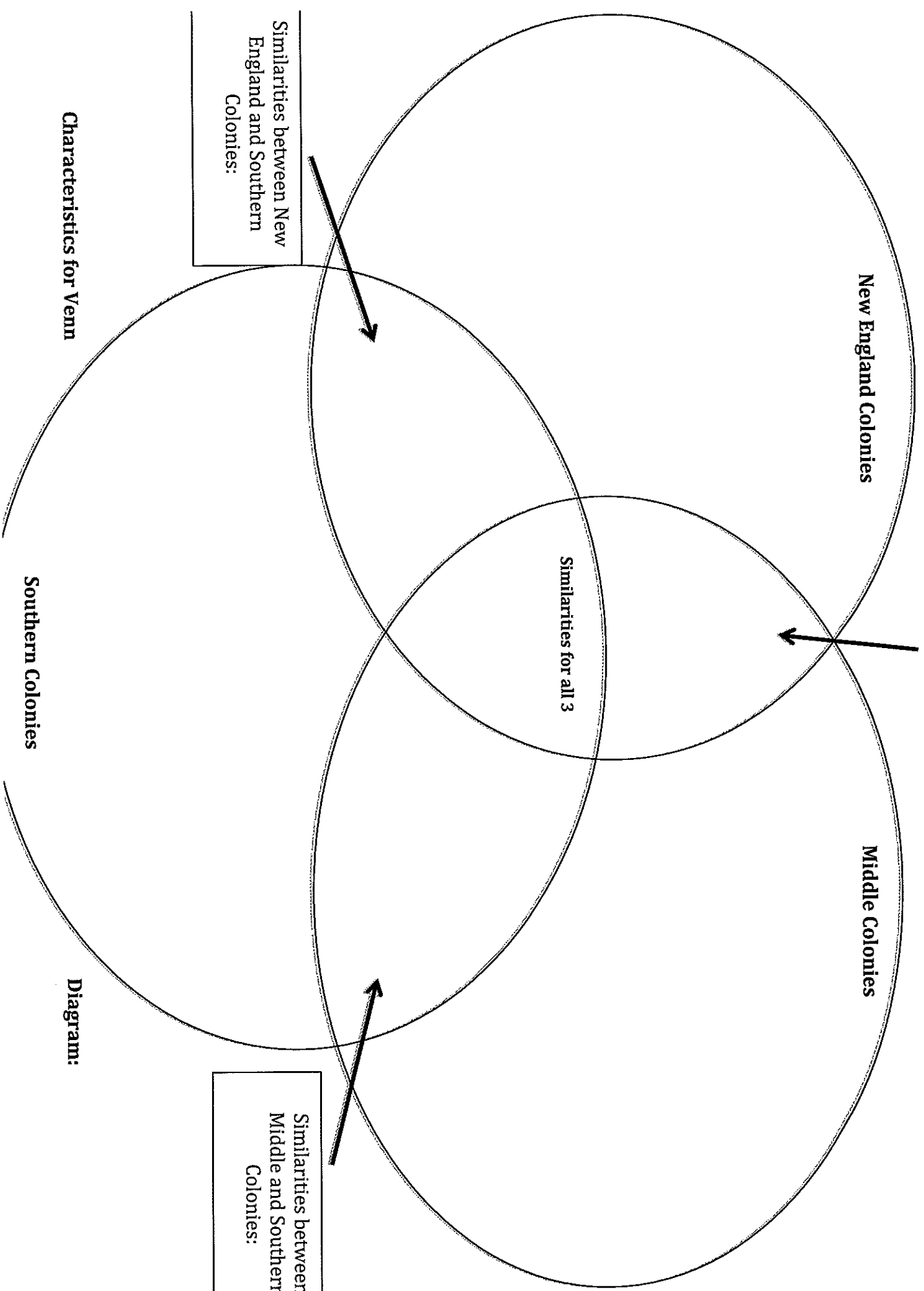
## Big Question: What factors determined where colonists settled?

### Comparing and Contrasting the Three Colonial Regions

	New England	Middle Colonies	Southern Colonies
<b>Colonies:</b>	<ul style="list-style-type: none"> <li>• New Hampshire</li> <li>• Massachusetts</li> <li>• Connecticut</li> <li>• Rhode Island</li> </ul>	<ul style="list-style-type: none"> <li>• New York</li> <li>• Pennsylvania</li> <li>• Delaware</li> <li>• New Jersey</li> </ul>	<ul style="list-style-type: none"> <li>• Maryland</li> <li>• Virginia</li> <li>• North Carolina</li> <li>• South Carolina</li> <li>• Georgia</li> </ul>
<b>Religious:</b>	<ul style="list-style-type: none"> <li>• Puritan</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple Religious Groups</li> <li>• Quakers-PA</li> <li>• Huguenots and Jews – NY</li> <li>• Presbyterians – NJ</li> </ul>	<ul style="list-style-type: none"> <li>• Church of England</li> <li>• Catholics - Maryland</li> </ul>
<b>Political:</b>	<ul style="list-style-type: none"> <li>• Covenant Community</li> <li>• Mayflower Compact</li> <li>• Town Meetings (direct democracy—Athenian Democracy)</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporated a number of democratic principles that reflected the basic rights of Englishmen</li> </ul>	<ul style="list-style-type: none"> <li>• Jamestown</li> <li>• Virginia House of Representatives (first elected assembly in the New World—known as General Assembly of Virginia)</li> </ul>
<b>Social:</b>	<ul style="list-style-type: none"> <li>• Society based on religious standing</li> </ul>	<ul style="list-style-type: none"> <li>• Flexible social structure</li> <li>• Middle class of skilled artisans, entrepreneurs and small farmers</li> </ul>	<ul style="list-style-type: none"> <li>• Family status &amp; ownership of land</li> <li>• Large landowners in the eastern lowlands dominated colonial government and society</li> <li>• Close social ties to Britain</li> <li>• In mountains and valleys inland—small subsistence farmers, hunters and traders of Scots-Irish, German and English descent</li> </ul>
<b>Settlers:</b>	<ul style="list-style-type: none"> <li>• Puritans</li> </ul>	<ul style="list-style-type: none"> <li>• English</li> <li>• Dutch</li> <li>• German-speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Cavaliers</li> <li>• Poor English (small farmers and artisans in Shenandoah Valley or Western Virginia)</li> <li>• Indentured Servants (tobacco plantations)</li> </ul>

<b>Why they came:</b>	<ul style="list-style-type: none"> <li>• Religious Freedom</li> <li>• Economic Opportunity</li> </ul>	<ul style="list-style-type: none"> <li>• Religious Freedom</li> <li>• Economic Opportunity</li> </ul>	<ul style="list-style-type: none"> <li>• Economic Opportunities</li> </ul>
<b>Economic:</b>	<ul style="list-style-type: none"> <li>• Shipbuilding</li> <li>• Fishing</li> <li>• Lumbering</li> <li>• Small-scale subsistence farming</li> <li>• Manufacturing</li> </ul>	<ul style="list-style-type: none"> <li>• Shipbuilding</li> <li>• Small-scale farming and trading</li> <li>• New York City and Philadelphia – seaports/commercial centers</li> </ul>	<ul style="list-style-type: none"> <li>• Large plantations</li> <li>• Cash crops – tobacco, rice and indigo</li> <li>• Inland, in the mountains and valleys of the Appalachian foothills – small-scale subsistence farming, hunting, and trading</li> </ul>
<b>Labor Source:</b>		<ul style="list-style-type: none"> <li>• Growth of plantation system = need for a cheap labor source</li> </ul>	<ul style="list-style-type: none"> <li>• Growth of plantation system = need for a cheap labor source</li> <li>• Indentured servants (poor from England, Scotland or Ireland)</li> <li>• Africans forcible brought as a labor source on plantations</li> </ul>

Similarities between New England and the Middle Colonies:



Similarities between New England and Southern Colonies:

Similarities between Middle and Southern Colonies:

Characteristics for Venn

Diagram:

Southern Colonies

1. New Hampshire, Massachusetts, Connecticut, Rhode Island
2. New York, Pennsylvania, Delaware, New Jersey
3. Maryland, Virginia, North Carolina, South Carolina, Georgia
4. Puritan
5. Covenant Community
6. Mayflower Compact
7. Town Meetings (direct democracy—Athenian Democracy)
8. Society based on religious standing
9. Religious Freedom
10. Economic Opportunity
11. Shipbuilding, Fishing, Lumbering, Small-scale subsistence farming, Manufacturing
12. Quakers-PA, Huguenots and Jews – NY, Presbyterians – NJ
13. Incorporated a number of democratic principles that reflected the basic rights of Englishmen
14. Flexible social structure
15. Middle class of skilled artisans, entrepreneurs and small farmers
16. Settlers of English, Dutch, German-speaking
17. Shipbuilding, Small-scale farming and trading
18. New York City and Philadelphia – seaports/commercial centers
19. Growth of plantation system = need for a cheap labor source
20. Church of England, Catholics - Maryland
21. Jamestown
22. Virginia House of Representatives (first elected assembly in the New World—known as General Assembly of Virginia)
23. Family status & ownership of land
24. Large landowners in the eastern lowlands dominated colonial government and society
25. Close social ties to Britain
26. In mountains and valleys inland—small subsistence farmers, hunters and traders of Scots-Irish, German and English descent
27. Cavaliers, Poor English (small farmers and artisans in Shenandoah Valley or Western Virginia), Indentured Servants (tobacco plantations)
28. Large plantations
29. Cash crops – tobacco, rice and indigo
30. Inland, in the mountains and valleys of the Appalachian foothills – small-scale subsistence farming, hunting, and trading
31. Indentured servants (poor from England, Scotland or Ireland)
32. Africans forcible brought as a labor source on plantations

## PACED Decision Making Model

1. State the problem. \_\_\_\_\_

2. List the alternatives. List them below in the chart.

3. Identify the criteria. List them below in the chart.

4. Evaluate the alternatives.  
                                     3 = alternative meets criteria very well  
                                     2 = alternative meets criteria satisfactorily  
                                     1 = alternative does not meet criteria satisfactorily  
                                     0 = alternative does not meet criteria at all

5. Make a decision. And, identify the opportunity cost.

3. Criteria →					Totals
2. Alternatives ↓					

5. Decision \_\_\_\_\_

Opportunity Cost \_\_\_\_\_

## PACED Decision Making Model (Weighted Criteria)

1. State the problem. \_\_\_\_\_

2. List the alternatives. List them below in the chart.

3. Identify the criteria. List them below in the chart.

4. Evaluate the alternatives.     3 = alternative meets criteria very well  
    2 = alternative meets criteria satisfactorily  
    1 = alternative does not meet criteria satisfactorily  
    0 = alternative does not meet criteria at all

5. Make a decision. And, identify the opportunity cost.

<div>3. Criteria →</div> <div>2. Alternatives ↓</div>					Totals

5. Decision \_\_\_\_\_

Opportunity Cost \_\_\_\_\_



# THE THIRTEEN COLONIES

1. Label each colony with its correct abbreviation.
2. Place each colony in its appropriate region column.
3. Color code the map to show the New England, Middle and Southern colonies.



New England colonies

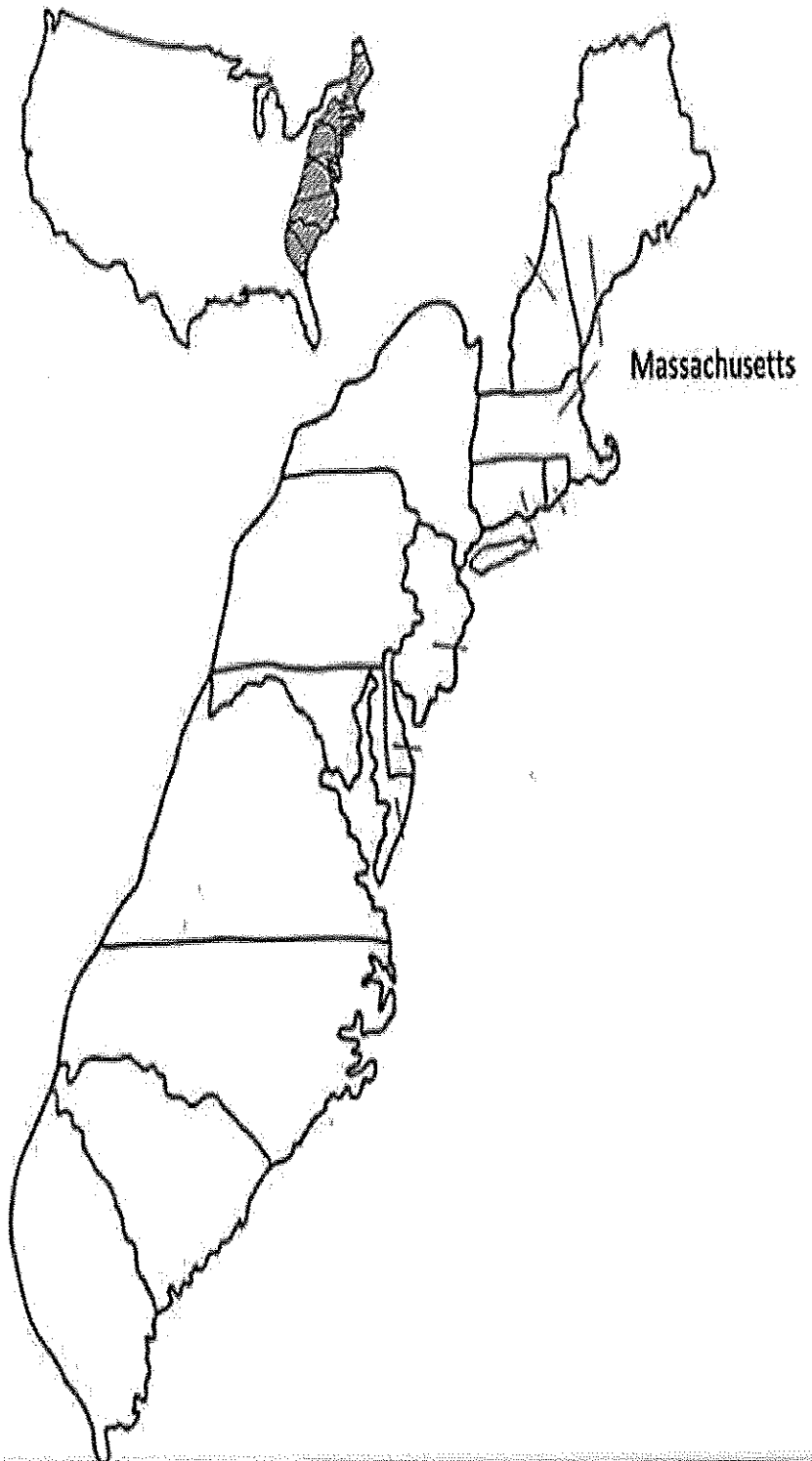


Middle colonies



Southern colonies

Map Key



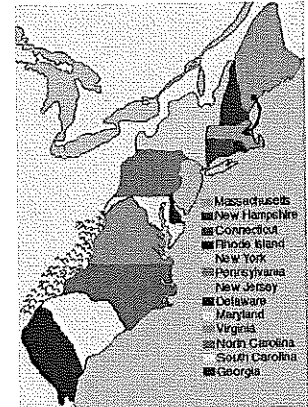
Name: \_\_\_\_\_

## Colonies Scrapbook Project

### Instructions:

You've have decided that it is in your best interest to start your life in the "New World."

Now it's time to document your adventure by creating a "*scrapbook*" of your new home. You will include documentation for the Region in which you have chosen to live (New England, Middle or Southern).



### Your scrapbook will include the following

1. Cover – should include your name/number and a title –

For example:

*"My Colonial Home: Scrapbook"* and an estimated date of scrapbook (i.e. 1681,etc.)

2. Letter home to a family member or friend about your new home. With your PACED Chart attached. (*Why did you decide to live in the region specifically? What would they like about the area? Etc.*)

3. Map – includes a map of all the original 13 colonies, labeled individually and by Region. You should label each of the 13 colonies and then "color" them by region (New England, Middle, Southern).

4. Also, place a large STAR where you have made your home on the map

5. For your colonial region (New England, Middle, or Southern), you need to

have a minimum of 2 pages (front and back) of short entries

written based upon your

"observations" as a colonist on the following items:

- o Geography – landforms and climate and natural resources
  - o Reasons for settlement (religious, economic, social)
  - o Important leaders (at least one)
  - o Rules/laws/government (i.e. "House of Burgess" for the Southern colonies)
  - o Economy/jobs (i.e. "breadbasket" for middle colonies or plantations of rice or tobacco in the Southern colonies, or the shipping industry in the New England colonies)
- 6 . Pictures and artifacts for each of your observations

**Name:** \_\_\_\_\_

**Colonies Scrapbook Project – Rubric**

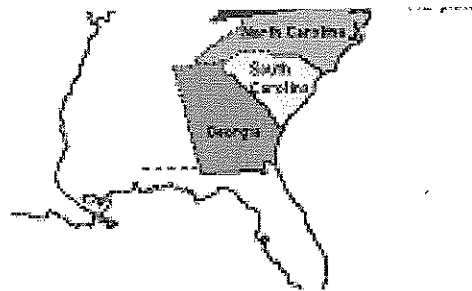
1. \_\_\_\_\_ Does my scrapbook have a cover with my name, my number, a title, along with an estimated date of scrapbook (i.e. 1681, etc.)?
2. \_\_\_\_\_ Does my scrapbook have a letter home to the "reader" about my scrapbook? Is my letter formatted correctly? Does my letter have an appropriate "return" address (i.e. one of the 13 original colonies) and date?
3. \_\_\_\_\_ Does my scrapbook include a map of all the original 13 colonies, labeled individually and color-coded by region with a legend and a star over my home?

4. \_\_\_\_\_ Does my description of my home include the following:

- o Geography – landforms and climate and natural resources
- o Reasons for settlement (religious, economic, social)
- o Important leaders (at least one)
- o Rules/laws/government
- o Economy/jobs
- o Pictures

5. \_\_\_\_\_ Is my scrapbook neat?

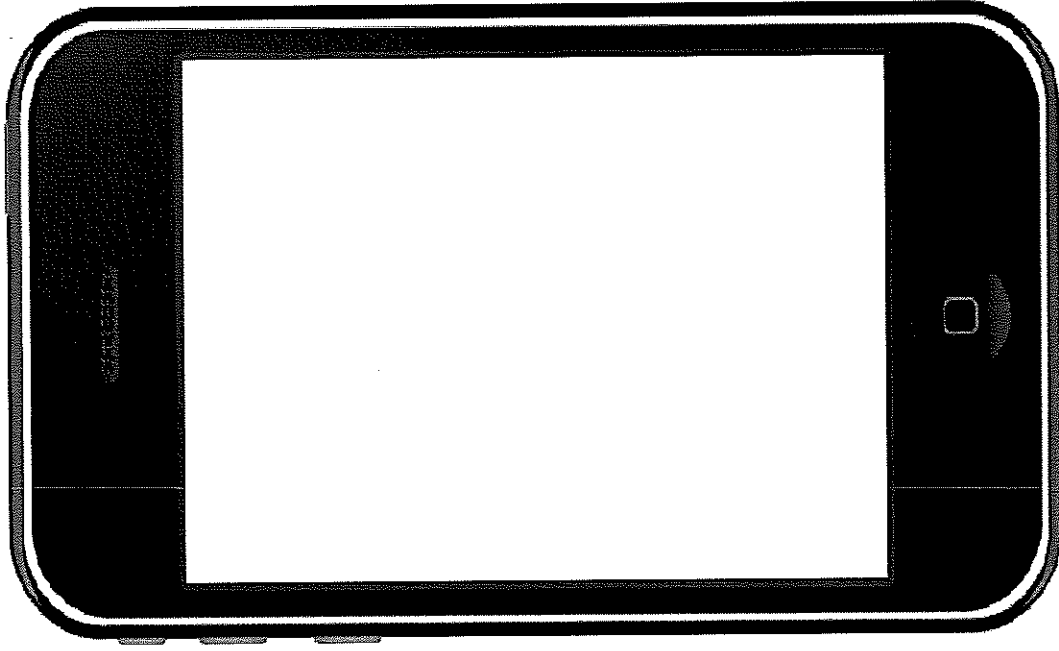
**Grade/Comments:** \_\_\_\_\_



**Whose Phone Is This?**

**Wallpaper:** Sketch the characteristics from a specific region on the cell phone wallpaper. Explain why this image choice would be relevant to this region.

**Email:** This phone just received two emails. Who sent the emails? What was the significance of the message? What clues allows you to know from which region it came?



**Playlist:** Write 3 song titles and artists that would be found on this region's playlist. Be sure to explain your reasoning as to why these songs fit this region.

1.

2.

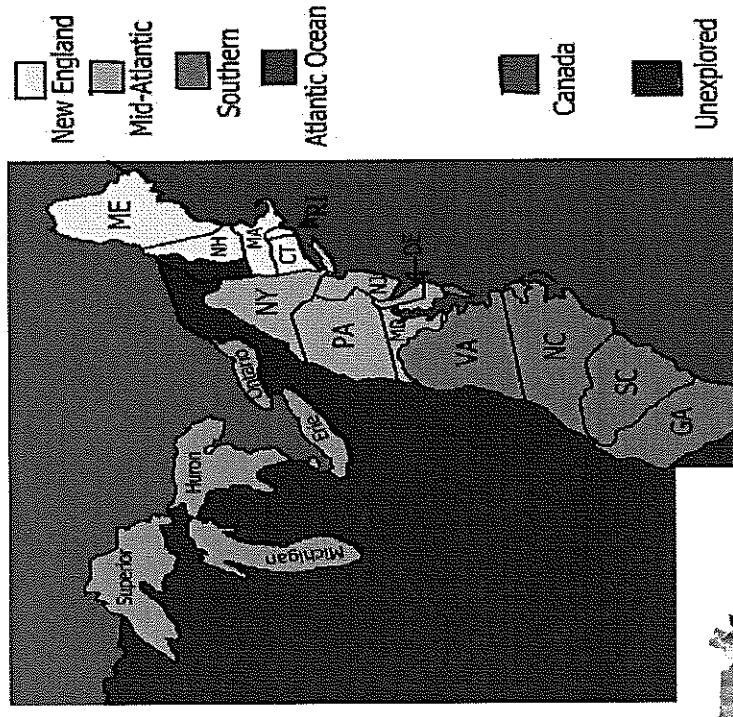
3.

## Whose Phone is This?

1. Each student/group will personalize their phone.
2. Exchange papers and then identify whose phone you have. In which region do they live? How do you know?

# *Candy for the Colonies!*

- ✧ What are the characteristics of each of the three colonial regions?
- ✧ If you had to choose a candy bar to match your region, what would it be? Why?



## People/Objects

Who/what is in the picture?  
What are their unique physical characteristics?  
What do these characteristics say about the persons in picture?  
Who/what is in charge?  
What is power based on?  
Who gives that person power?

## Image Analysis

## Actions

What is happening in the picture?  
What relationships/interactions are taking place?  
How do people communicate?  
What do people do together?  
How is the group organized?  
What social structures of society are being represented by the actions in the picture? (race, class, gender, family relations)  
Are there social classes?  
How do they live?  
Are there inequalities?  
Did the image reveal any social or cultural norms?  
How is social structure being altered or challenged in this instance?

## Image Summary

Why do you think this image was created?  
What specific evidence in the image helps you know why it was created?  
What does the image convey about life in the United States at the time it was created?  
What questions does the image raise?  
What questions do u have for the author of this image?  
Where would you find more information on this image?

Artist: \_\_\_\_\_

## Places

Where is the picture taking place?  
Where do you think the picture takes place?  
What are the unique physical characteristics? (natural vs human structures)  
What do the physical characteristics say about society?  
What role does geography play in the picture?

## Source

Who was the intended audience?  
When was the document created or circulated?  
Who created the document? and how do you know?  
What position or title did he or she hold? And how do you know?  
What biases might he or she have? And how can these biases influence the document?  
Whose voice is not represented in the document?  
Why do you think that voice was left out?

Title: \_\_\_\_\_

People

Actions

Image Summary

Title: \_\_\_\_\_

Artist: \_\_\_\_\_

Places

Source



# S.O.A.P.S.

**Document:** \_\_\_\_\_ **Reviewers** \_\_\_\_\_

## Subject

*Think about the information the document conveys.*

*Form an overall impression and then examine individual items or specific parts.*

1. What is the general topic?
2. What are three things the author said that you think are important?

## Occasion and Audience

*What type of document is it?*

- |  |                                      |                                       |
|--|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> Newspaper     | <input type="checkbox"/> Poster      | <input type="checkbox"/> Letter       |
| <input type="checkbox"/> Advertisement | <input type="checkbox"/> Drawing     | <input type="checkbox"/> Diary entry  |
| <input type="checkbox"/> Leaflet       | <input type="checkbox"/> Map         | <input type="checkbox"/> Memorandum   |
| <input type="checkbox"/> Flyer         | <input type="checkbox"/> Photograph  | <input type="checkbox"/> Legal record |
| <input type="checkbox"/> Speech        | <input type="checkbox"/> Other _____ |                                       |

*What are the unique physical qualities?*

- |   |                                  |                                    |
|---|----------------------------------|------------------------------------|
| <input type="checkbox"/> Handwritten                                    | <input type="checkbox"/> Typed   | <input type="checkbox"/> Signature |
| <input type="checkbox"/> Picture, symbols                               | <input type="checkbox"/> Seal(s) | <input type="checkbox"/> Notations |
| <input type="checkbox"/> Letterhead                                     | <input type="checkbox"/> Stamps  | <input type="checkbox"/> Caption   |
| <input type="checkbox"/> Official stamp: i.e., date, "RECEIVED," "PAID" |                                  |                                    |
| <input type="checkbox"/> Other _____                                    |                                  |                                    |

*Support each answer with document evidence:*

1. Who was the intended audience?
2. When was the document created or circulated?

## Purpose

1. Why do you think this document was created?
2. What specific evidence in the document helps you know why it was created?
3. What does the document convey about life in the United States at the time it was created?
4. What questions does the document raise?
5. What questions do you have for the author of this document?

## Speaker

*Think about the occupation, gender, religion, nationality, and class of the creator of the document.*

1. Who created the document? and how do you know?
2. What position or title did he or she hold? And how do you know?
3. What biases might he or she have? And how can these biases influence the document?
4. Whose voice is not represented in the document?
5. Why do you think that voice was left out?

## PACED Decision Making Model

- 3 = alternative meets criteria very well  
2 = alternative meets criteria satisfactorily  
1 = alternative does not meet criteria satisfactorily  
0 = alternative does not meet criteria at all

[illegible]

## Opportunity Cost

## PACED Decision Making Model (Weighted Criteria)

1. State the problem. \_\_\_\_\_
2. List the alternatives. List them below in the chart.
3. Identify the criteria. List them below in the chart.
4. Evaluate the alternatives.
 

3 = alternative meets criteria very well  
 2 = alternative meets criteria satisfactorily  
 1 = alternative does not meet criteria satisfactorily  
 0 = alternative does not meet criteria at all
5. Make a decision. And, identify the opportunity cost.

3. Criteria ↓						Totals
2. Alternatives ↓						

5. Decision \_\_\_\_\_

Opportunity Cost \_\_\_\_\_